



# TEST ANXIETY AMONG SCHOOL STUDENTS APPEARING FOR PUBLIC EXAM AT A GOVT HIGHER SECONDARY SCHOOL, MADURAI

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## ABSTRACT

Test anxiety is a type of performance anxiety that can affect people of all ages, including adolescents. It is characterized by psychological, physiological, and behavioural reactions related to concerns about obtaining a negative result in an evaluative situation. The study aims to measure the level of exam anxiety among school student and to find out the association or difference between independent variables and test anxiety variable. The sample size of the study is 50 students appearing for the public exam. The researcher used descriptive research design. Westside Test anxiety tool with good reliability and validity was used. Fifty students from 10th, 11th and 12th std were the samples for the study using stratified proportionate random sampling. Findings show that 37% of respondent had moderate high level of test anxiety. 't' test result shows that there is statistically significant difference between female and male students with regard to their test anxiety. Chi-square result shows that there is no association between the type of family and level of test anxiety. The researcher suggests anxiety reduction strategies that will not impair the test performance rather reduce the test anxiety.

**KEYWORDS:** Test Anxiety, School Students, Anxiety Reduction, And Strategies

## INTRODUCTION

Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance. Test anxiety is more than feeling a little nervous before a test. For students who struggle with test anxiety, a bit of pre-exam nervousness turns into debilitating feelings of worry, dread, and fear, which can negatively impact performance. Test anxiety can impair learning motivation and lead to procrastination. There are many research studies that find effective strategies to reduce Test Anxiety (TA).

## REVIEW OF LITERATURE

**Hakan Karatas et.al., (2013)** studied the correlation between high school students test anxiety, academic performance (GPA) and points of University entrance exam in Turkey. Spielberg et al "test anxiety inventory" was used on 194 high school students. The results showed significant reverse correlation between students test anxiety and points of University entrance exam and significant positive correlation between the points of University entrance exam and GPA.

**Dave Putwain and Anthony L. Daly (2014)** examined the high-test anxiety in English secondary schools and gender differences. A sample of 2435 students was collected by using self-report data. Results revealed high test anxiety in 16.4 percent of the sample. Females were significantly higher in the test anxiety levels (22.5 %) than males (10.3%). These students might be at risk of underperformance in academic activities.

**Revina Ann Mary et al (2014)** conducted study on test Anxiety Levels of Board Exam Going Students in Tamil Nadu the aim of the study is to analyze the level of state anxiety among board exam attending school students in Tamil Nadu. A group of 100 students containing 50 boys and 50 girls from 10th and 12th grades participated in the study and their state anxiety before board exams was measured by Westside Test Anxiety Scale. The finding of the study is that all board exam going students had increased level of anxiety, which was particularly higher among boys and 12th standard board exam going students.

**Onder Kavakci et al (2014)** studied the prevalence of anxiety and its effects on student's exam performance. 436 students participated and various scales were used like Test Anxiety Inventory, Beck's Depression Inventory, State Trait Anxiety Inventory and many more. Results indicated 48 percent of students were having exam anxiety. Test anxiety was more among girl students than boys.

**Mostafa Amiri & Behzad Ghonsooly (2015)** conducted a study on relationship between English language anxiety and achievement on exams. 258 students participated and it was found that student's achievement was effected due to test anxiety. English language anxiety was significant than other anxiety levels.

## RESEARCH METHODOLOGY

### Aim:

To find out the level of test anxiety among school students appearing for Public exams.

**Objective:**

- To understand the socio demographic conditions of the respondents
- To find out the level of test anxiety among the respondents
- To find out the association or difference between independent variables and test anxiety
- To offer suitable suggestion to manage exam anxiety

**Research design:**

A study on test anxiety among school students can be studied through the descriptive research design. The researcher planned to use descriptive research design for this research study.

**Universe:**

The 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> std students of a particular higher secondary school, Madurai are considered as universe

**Sampling and its size:**

The researcher used simple random sampling (Table random sampling) and the size of the samples was 50.

**Tool for data collection:**

The Westside Test Anxiety Scale is a brief, ten item instrument designed to identify students with anxiety impairments who could benefit from an anxiety reduction intervention. The scale items cover self-assessed anxiety impairment and cognitions which can impair performance.

**FINDINGS****1. Finding related to socio-demographic factors:**

- Majority (80%) of the respondent were male.
- More than one fourth (39%) of the respondents were belonging to 17 years of age.
- Less than half percentage (43%) of the respondents' fathers had completed higher secondary.
- Just above half of the percentage (51%) of the respondents' mothers had education up to higher secondary.
- Just above three fifth (61%) of the respondents' father's occupation was coolie.
- Nearly half (49%) of the respondents' mothers were in government sector.
- Nearly half (47%) of the respondents' order of birth is first.
- Majority (69%) of the respondents family was nuclear in nature.
- Nearly three fifth (59%) of the respondents have 1 sibling.
- Just above half (51%) of the respondents' family income was less than Rs.10000

**2. Findings related to test anxiety**

Sl. No.	Level of Test Anxiety	Number of respondents (n)	Percentage of respondents (%)
1	Low	2	4
2	Average	7	13
3	High normal	13	26

4	moderately high	18	37
5	high test	8	16
6	extremely high	2	4
	Total	50	100

**Table 1: Distribution of respondents based on the level of Test Anxiety**

Table 1 shows that nearly two fifth (37%) of the respondents had moderate high level of test anxiety, 26 percentage had high normal level of test anxiety, 16 percentage of respondents had high level of test anxiety, 13 percentage of respondents had average level of test anxiety, and remaining 4 percentage has extremely high level of test anxiety and another 4 percentage of respondents had low level of test anxiety.

**3. Findings related to Statistical Tests:**

S.No	Gender	Number of respondents (N)	Mean	Std. Deviation	Statistical Inference
1	Male	40	3.64	1.013	't'=0.342 df=48 p<0.05 Significant
2	Female	10	3.50	1.650	

**Table 2: 't' test difference between male and female respondents with regard to their level of test anxiety.**

Table 2 shows that 't' test was applied to find the difference between female and male with regard to their level of test anxiety. It was found that male respondent do differ with female respondent with regards to test anxiety. The difference was statistically significant at 0.05 level. Male respondents had high level of test anxiety (Mean = 3.64) when compared to female respondents (mean = 3.50), ('t' value =0.342, p<0.05, Significant).

- '\Chi-square' was applied and found that there is no association between the type of family and test anxiety ( $\chi^2=2.892$ , p>0.05, Not Significant).

**SUGGESTION**

Various studies suggest Multi method cognitive behavioural intervention as well as the Cognitive debate of Rational Emotive Behaviour Therapy.

**Preparation:** Part of preparation is developing good study habits. Preparing in advance for tests will prove beneficial in reducing anxiety. Do not memorize your material, instead study to learn the material thoroughly. Organize the notes so that time allotted for studying is not squandered on organizing your notes. Identify the learning style and incorporate study strategies that support the learning style.

**Time Management:** A successful student has learned how to effectively manage time. Creating flexible schedules, to-do lists, rewards for completing tasks, scheduling personal time, and avoiding external stressors can help with reducing anxiety. Reflect on past successes - Reflecting on past achievements can help build confidence and serve as a reminder that success is not out of reach. If you were successful once on a test, it can be

successful again. Reflecting on the behaviors and strategies that influenced the success on a previous test can help to identify long term strategies for future success.

**Develop a routine:** Establishing a pre-test routine can be useful in reducing test anxiety. It must learn what works for to reduce anxiety and make it part of the pre-test routine.

**Embrace behavioral relaxation techniques:** Integrating relaxation techniques into the pre-test routine can help to relax before and during the test. Deep breathing exercises, meditation, and yoga are relaxation techniques to counteract feelings of anxiety and bring the mind and body back into equilibrium.

**Maintain a realistic viewpoint:** Although successful performance on a test is a realistic goal, it is important to avoid attaching the self-worth to exam outcomes. After a test, review the information and identify areas of weakness and opportunities to improve. Develop and practice strategies that will improve test performance.

**Remain focused:** It is important to avoid becoming distracted by the surroundings or focusing on the time that has been allotted for the test. Read each question thoroughly, remain calm and confident. If needed, engage in a relaxation technique to maintain focus and reduce anxiety.

**Rest:** Preparing for a test can be a daunting task, but developing good study habits can alleviate stress that is commonly experienced the night before an exam. Use the night before an exam for a quick review and plan to get a good night's rest.

**Maintain a healthy diet:** It has been proven that a healthy diet can relieve stress. Eating fruits and vegetables before an exam can reduce stress. Incorporating foods high in protein can increase mental alertness. Avoid processed foods and foods high in sugar. These types of foods can exacerbate feelings of anxiety.

**Expect some anxiety:** Some anxiety is normal and can be used to stimulate performance. Anxiety is the body's natural reaction to stressors. However, it is important to understand the difference between normal anxiety and anxiety disorder. If feelings of anxiety begin to interrupt the life and impede the ability to successfully perform on an exam, seek assistance to help to manage anxiety and take control of life.

## CONCLUSION

The finding of the research shows that nearly two fifth of the students had moderate high test anxiety. Also show that the test anxiety do differ on gender basis. Boys have high test anxiety then girls.

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